

# **Assessment Resource Packet**

**Child Find and Grade Level  
Screening**

**Individual Screening**

**Comprehensive Assessment**

**Documentation and Data  
Collection**

# **Intellectually Gifted**

**Tennessee State Department of Education  
Revised August 2010**

## **Essential Guidelines**

### **TN K-12 Intellectually Gifted Assessment**

The following guidelines are essential in making sure the Tennessee Intellectually Gifted criteria are met:

- **Total Score Requirements**

A total of 50 or more points are required to satisfy Tennessee's Intellectually Gifted criteria, which must include the following:

- a) a Second or Third Range score (20 or 30 points) on at least one Target Instrument from any of the 3 Assessment Categories (Educational Performance, Creativity/ Characteristics of Gifted, Cognition), AND
- b) a First Range score (10 points) on a Target Instrument in both Educational Performance (Assessment Option 1, 2 or 3) and Cognition (Assessment Option 14) Categories.

- **Target Instrument Requirements – 2<sup>nd</sup> or 3<sup>rd</sup> Range Scores**

Target Instruments are designated for each Assessment Category on the TN K-12 Intellectually Gifted Assessment Scoring Grid (Educational Performance, Creativity/Characteristics of Gifted, Cognition). A student must earn points in the Second or Third Range on at least one Target Instrument in order to satisfy eligibility criteria.

- **Target Instrument Score Requirements – 1<sup>st</sup> Range Scores**

A score must be obtained in at least the First Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2, or 3) and Cognition (Assessment Option 14) Categories. If a First Range score in Educational Performance (Assessment Option 1, 2, or 3) is used to satisfy this criterion, a Second or Third Range score in Educational Performance may be used to acquire a better score for Category Points.

- **Assessment Category Points**

Only one instrument may be used for the calculation of Category Points in each category.

- **Product/Portfolio Points**

Points earned for a Product/Portfolio may be scored in either the Educational Performance or the Creativity/Characteristics of Gifted Assessment Categories, but not both.

- **Scoring Requirements – TN Teacher Observation Checklist (TnTOC, TnTOC+) and TN Supplementary Performance Checklist (TnSup)**

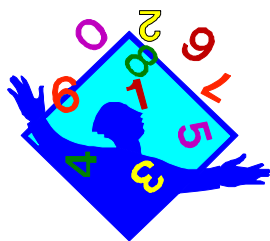
If the TnTOC or the TnTOC+ is used to meet eligibility criteria in the Creativity/ Characteristics of Gifted Category, the TnSup cannot be used to meet eligibility criteria in the Educational Performance Category.



Do you know a student who --

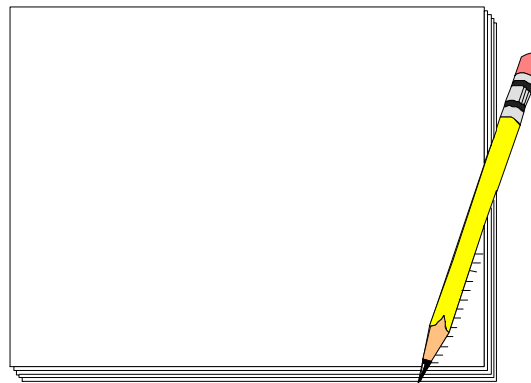
- Is unusually eager to learn
- Is a creative thinker
- Can easily transfer knowledge to new situations
- Shows unusual empathy for people and concern for social issues

Research shows that 3-5% of our population possesses many of these exceptional traits. These children should be nurtured and their education enhanced, for their own benefit, and for the advancement of mankind.



Our world needs these special gifts!

**For more information contact**



**\*The State of Tennessee and Local Education Agencies do not discriminate in evaluation or programming on the basis of race, disability, color, religion, gender, age or national origin.**



# High Intellectual Potential

Intellectual giftedness is found throughout diverse populations and crosses all economic and cultural boundaries. Early identification and intervention are often required to meet the unique needs of these children.



The State of Tennessee and Local Education Agencies are committed to providing equitable and appropriate assessment for all students.



## Definition and Criteria for Eligibility for Gifted

As defined by the Tennessee State Department of Education

### Definition

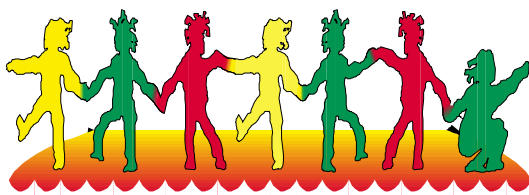
“Intellectually Gifted” means a child whose intellectual abilities and potential for achievement are so outstanding the child’s educational performance is adversely affected. “Adverse affect” means the general curriculum alone is inadequate to appropriately meet the student’s educational needs.



### Assessment Criteria

Eligibility for services as a gifted student is based on evaluation in each of the following component areas:

#### Educational Performance Creativity/Characteristics Cognition/Intelligence



Ten core attributes of giftedness may be seen in students regardless of socio-economic status, culture, or race. These Traits, Aptitudes, and Behaviors (TABs) were identified by Dr. Mary Frasier and are associated with giftedness or children with outstanding talent. Characteristics of creativity identified by Dr. E. Paul Torrance may be indicative of giftedness or outstanding talent.

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#### Frasier – TABs and Definitions

1. Motivation: Evidence of desire to learn.
2. Interests: A feeling of interest, passion, concern, or curiosity about something.
3. Communication skills: Highly expressive and effective use of words, numbers, symbols, and so forth.
4. Problem-solving ability: Effective, often inventive, strategies for recognizing and solving problems.
5. Memory: Large storehouse of information on school or nonschool topics.
6. Inquiry: Questions, experiments, explores.
7. Insight: Quickly grasps new concepts and makes connections, senses deeper meanings.
8. Reasoning: Logical approaches to figuring out solutions.
9. Imagination and creativity: Produces many ideas, highly original.

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#### Torrance – Characteristics of Creativity

- Fluency: Ability to think of, or produce many ideas or products.
- Flexibility: Ability to think of many different kinds or categories of responses to a stimulus.
- Originality: Unusual or infrequent responses compared to age peers.
- Abstractness of thought: The ability to capture the essence of something by going beyond what is seen or heard by telling a story, giving dialogue, revealing thoughts, or suggesting meaning in an abstract way.
- Elaboration: Imagination and exposition of detail
- Resistance to Closure: Ability to delay closure long enough to make the mental leap that makes possible more original ideas.

### Eligibility Criteria

In addition to meeting assessment criteria, a student must demonstrate a need for services beyond what is provided in the general education curriculum.

### The Referral Process

Anyone, including the parent(s), guardian, or community professional may refer a student for screening and possible evaluation.

A screening team of educational professionals considers screening information, previous evaluations, and teacher/parent input to determine if a comprehensive evaluation is needed. The team’s decision is based on multiple data sources.

*An assessment team will determine the types of assessment needed. All procedural safeguards are followed to ensure evaluation procedures are non-discriminatory.*



### Services for Gifted Students

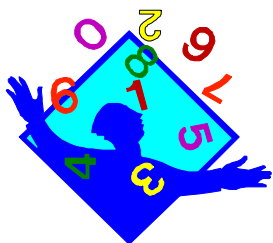
Special services are often required to meet the unique needs of gifted children. A team of professionals and the child’s parent(s) plan the student’s educational program based on the assessment information obtained through the evaluation process.



¿Conoce usted a algún estudiante que:

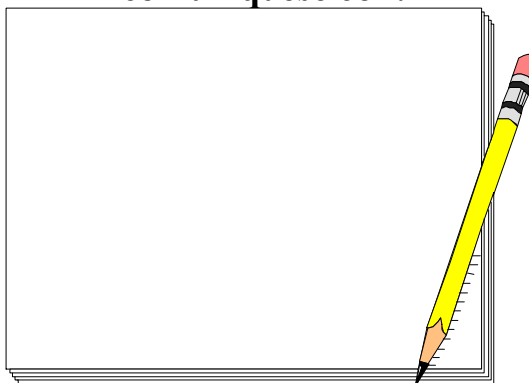
- tenga ganas excepcionales de aprender?
- posea un pensamiento creativo?
- pueda transferir con facilidad los conocimientos a nuevas situaciones?
- muestre empatía excepcional hacia las personas e interés en los problemas sociales?

Las investigaciones muestran que del 3 al 5% de nuestra población posee muchas de estas características especiales. Estos niños deben ser alentados y es necesario intensificar su educación, para su propio beneficio y el progreso de la humanidad.



Nuestro mundo necesita estos dones especiales.

**Si desea más información,  
comuníquese con:**



\*El Estado de Tennessee y los organismos locales de educación no discriminan por motivos de raza, discapacidad, color, religión, sexo, edad o país de procedencia al realizar la evaluación o la programación.

**BUSCAMOS**



**Gran  
potencial  
intelectual**

Las dotes intelectuales se encuentran en poblaciones diversas y no conocen fronteras económicas ni culturales. Con frecuencia, son necesarias la detección y la intervención tempranas para satisfacer las necesidades únicas de estos niños.



**GIFTED CHILD FIND**

*Folleto de Gifted Child Find*



## Definición y criterios para ser considerado superdotado

Según la definición del Departamento de Educación del Estado de Tennessee

### Definición

Los niños "superdotados intelectualmente" son aquellos con capacidades intelectuales y potencial de logro tan superiores que su rendimiento educativo se ve afectado de manera adversa. Ser "afectado adversamente" significa que el plan de estudios general por sí mismo no es suficiente para cubrir apropiadamente las necesidades educativas del estudiante.



### Criterios de quienes reúnen los requisitos

El cumplimiento de los requisitos para recibir servicios como estudiante superdotado se basa en una evaluación de cada uno de los componentes a continuación:

#### Rendimiento educativo

#### Creatividad y características de dotes intelectuales

#### Conocimientos e inteligencia



En los estudiantes, se pueden apreciar diez atributos fundamentales de dotes intelectuales, independientemente de las condiciones socioeconómicas, la cultura o la raza. Estas características, aptitudes y comportamientos (TAB, *traits, aptitudes and behaviors*) fueron identificados por la Dra. Mary Frasier, y se asocian con los niños superdotados o con talentos superiores. Las características de creatividad identificadas por el Dr. E. Paul Torrance pueden ser indicaciones de dotes intelectuales o talentos sobresalientes.

#### Frasier: TAB y definiciones

1. Motivación: evidencia del deseo de aprender.
2. Intereses: sentimiento de propósito, pasión, interés o curiosidad acerca de algo.
3. Habilidades de comunicación: uso muy expresivo y eficaz de las palabras, los números, los símbolos, etc.
4. Capacidad para solucionar problemas: estrategias efectivas, con frecuencia ingeniosas, para reconocer y solucionar problemas.
5. Memoria: gran capacidad de almacenamiento de información sobre temas escolares o de otro tipo.
6. Cuestionamiento: pregunta, experimenta y explora.
7. Perspicacia: capta conceptos nuevos y hace conexiones con rapidez, y percibe significados profundos.
8. Razonamiento: métodos lógicos para encontrar soluciones.
9. Imaginación y creatividad: genera muchas ideas, muy originales.

#### Torrance: características de la creatividad

- Fluencia: capacidad para pensar o generar muchas ideas o trabajos.
- Flexibilidad: capacidad para pensar muchos tipos diversos o categorías de respuesta a un estímulo.
- Originalidad: respuestas excepcionales o poco frecuentes en comparación con sus compañeros de la misma edad.
- Abstracción de pensamiento: capacidad para captar la esencia de algo profundizando en lo que ve u oye, narrando una historia, sosteniendo un diálogo, manifestando pensamientos o sugiriendo significados de manera abstracta.
- Elaboración: imaginación y exposición de detalles.
- Resistencia a la conclusión: capacidad para demorar la conclusión lo suficiente para hacer saltos mentales que logren ideas más originales.

## Proceso de remisión

Todas las personas, incluidos padres, madres, tutores o profesionales de la comunidad, pueden remitir a un estudiante para un examen y una posible evaluación.

Un equipo examinador integrado por profesionales educativos estudia la información del examen, las evaluaciones anteriores y las aportaciones de los maestros y los padres del estudiante para determinar si es necesario realizar una evaluación integral. La decisión del equipo se basa en varias fuentes de datos.

*Un equipo de valoración determinará los tipos de evaluaciones necesarias. Se siguen todas las garantías procesales para comprobar que no haya prejuicios en los procedimientos de evaluación.*



### Servicios para estudiantes superdotados

Con frecuencia, se requieren servicios especiales para cubrir las necesidades únicas de los niños superdotados. Un equipo de profesionales y los padres del niño planifican el programa educativo del estudiante basándose en la información de la valoración obtenida mediante el proceso de evaluación.

# **TN K-12 Intellectually Gifted Assessment Scoring Grid**

Student Name \_\_\_\_\_ DOB \_\_\_\_/\_\_\_\_/\_\_\_\_ School System \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

The Comprehensive Evaluation must include assessments in each of the three Assessment Categories. Record the highest score obtained in each Assessment Category. Record the single highest score for each Assessment Category in Category Points and calculate a Total Score. The assessment criteria for Intellectually Gifted are met if the student has an overall Total Score of 50 or more points which must include: a) Scoring in the Second or Third Range on at least one Target Instrument from any Assessment Category, and b) Scoring in at least the First Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2 or 3) and Cognition (Assessment Option 14) Categories.

Assessment Category	Assessment Option	Scoring	First Range 10 Points	Second Range 20 Points	Third Range 30 Points	Target Instrument	Category Points
Educational Performance	1) Standardized Group Criterion-Referenced (e.g., TCAP) and/or Norm-Referenced Group or Individual Achievement Test (e.g., Stanford-10, ITBS, PLAN, Explore, PSAT, WIAT-III, WJIII NU)	Area or Cluster Scores	<input type="checkbox"/> 1 Area $\geq 95\%$ ile or 2 Areas $\geq 90\%$ ile	<input type="checkbox"/> 2 Areas $\geq 95\%$ ile or 3 Areas $\geq 90\%$ ile	<input type="checkbox"/> 3 Areas $\geq 95\%$ ile or 4 Areas $\geq 90\%$ ile	<input type="checkbox"/> 2nd/3rd Range	<b>POINTS</b> Educational Performance
	2) College Entrance Exams (e.g., ACT, SAT)	Area Scores or Full Scale or Total Battery	<input type="checkbox"/> $\geq 90\%$ ile – $\leq 93\%$ ile	<input type="checkbox"/> $\geq 94\%$ ile – $\leq 97\%$ ile	<input type="checkbox"/> $\geq 98\%$ ile		
	3) TN Supplementary Gifted Performance Checklist (TnSup) (Do not use TnSup if TnTOC or TnTOC+ used in Creativity/ Characteristics of Gifted Category)	Total Score TN Supplementary Gifted Performance Checklist	<input type="checkbox"/> 7/12	<input type="checkbox"/> 8/12	<input type="checkbox"/> 9/12		
	4) Grade Point Average (GPA) Middle School and High School	Current GPA	<input type="checkbox"/> $\geq$ top 6%	<input type="checkbox"/> $\geq$ top 4%	<input type="checkbox"/> $\geq$ top 2%		
	5) Academic Awards: K—12	Awards won in last three years	<input type="checkbox"/> 1 school district	<input type="checkbox"/> 2 school district or 1 in-state regional	<input type="checkbox"/> 3 school district or 2 in-state regional or 1 national/ multi-state/ or statewide		
	6) TN Academic Product or Portfolio	Evaluation score	<input type="checkbox"/> Score total $\geq 27$	<input type="checkbox"/> Score total $\geq 30$	<input type="checkbox"/> Score total $\geq 33$		
Creativity/ Characteristics of Gifted	7) Nationally Normed Standardized Test of Creativity (Torrance Test of Creative Thinking-TTCT – Figural or Verbal, Creative Assessment Packet by Frank Williams – Williams CAP, Profile of Creative Abilities – PCA)	Total TTCT-Figural/Verbal Williams CAP PCA	<input type="checkbox"/> $\geq 84\%$ ile – $\leq 89\%$ ile  <input type="checkbox"/> 1 SD = 60  <input type="checkbox"/> CI $\geq 115$ – $\leq 122$ and HRS or SRS $\geq 115$ – $\leq 122$	<input type="checkbox"/> $\geq 90\%$ ile – $\leq 93\%$ ile  <input type="checkbox"/> 1 ½ SD = 70  <input type="checkbox"/> CI $\geq 123$ – $\leq 129$ and HRS or SRS $\geq 123$ – $\leq 129$	<input type="checkbox"/> $\geq 94\%$ ile  <input type="checkbox"/> 2 SDs = 80  <input type="checkbox"/> CI $\geq 130$ and HRS or SRS $\geq 130$	<input type="checkbox"/> 2nd/3rd Range	<b>POINTS</b> Creativity/ Characteristics of Gifted
	8) TN Creative Product or Portfolio	Evaluation score	<input type="checkbox"/> Score total $\geq 27$	<input type="checkbox"/> Score total $\geq 30$	<input type="checkbox"/> Score total $\geq 33$		
	9) TN Creative Thinking Rating Scale (TnCreat)	Evaluation score	<input type="checkbox"/> 40	<input type="checkbox"/> 45	<input type="checkbox"/> 50		
	10) Nationally Normed Gifted Characteristics Checklist (GES-3, GRS)	Refer to instrument manual for scoring	<input type="checkbox"/> GES-3 Quotient: 115-122  <input type="checkbox"/> GRS-3 T-Scores $\geq 60$ (2 from IA, AA, or C)	<input type="checkbox"/> GES-3 Quotient: 123-129  <input type="checkbox"/> GRS-3 T-Scores $\geq 65$ (2 from IA, AA, or C)	<input type="checkbox"/> GES-3 Quotient: $\geq 130$  <input type="checkbox"/> GRS-3 T-Scores $\geq 70$ (2 from IA, AA, or C)		
	11) TN Teacher Observation Checklist (TnTOC)	Evaluation score	<input type="checkbox"/> 16 (TnTOC)	<input type="checkbox"/> 19 (TnTOC)	<input type="checkbox"/> 22 (TnTOC)		
	12) TN Teacher Observation Checklist Plus (TnTOC + TnPIF = TnTOC+)	Evaluation score	<input type="checkbox"/> 21 (TnTOC+)	<input type="checkbox"/> 25 (TnTOC+)	<input type="checkbox"/> 29 (TnTOC+)		
	13) Local Norms from Nationally Normed Characteristics Checklist	Based on local norms approved by SDE	<input type="checkbox"/> Score $\geq +1$ SD	<input type="checkbox"/> Score $\geq +1.5$ SD	<input type="checkbox"/> Score $\geq +2$ SD		
Cognition	14) Individually Administered Test of Intelligence or Cognition	Full Scale	<input type="checkbox"/> $\geq 118$ – $\leq 122$ Refer to Section 2.4 of the manual for SEM guidelines	<input type="checkbox"/> $\geq 123$ – $\leq 129$	<input type="checkbox"/> $\geq 130$	<input type="checkbox"/> 2nd/3rd Range	<b>POINTS</b> Cognition
		Split Score	N/A	N/A	<input type="checkbox"/> Primary Cluster Score $\geq 130$ with 1.5 SD Discrepancy		
<p>► The student scored in at least the First Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2, or 3) and Cognition (Assessment Option 14) Categories: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>► Check the box which indicates the Target Instrument Assessment Category.</p> <div> <input type="checkbox"/> Educational Performance           <input type="checkbox"/> 2nd Range           <input type="checkbox"/> 3rd Range         </div> <div> <input type="checkbox"/> Creativity/Characteristics of Gifted           <input type="checkbox"/> 2nd Range           <input type="checkbox"/> 3rd Range         </div> <div> <input type="checkbox"/> Cognition           <input type="checkbox"/> 2nd Range           <input type="checkbox"/> 3rd Range         </div>			<b>TOTAL SCORE</b>	

# TN K-12 Intellectually Gifted Assessment Documentation

(See the K-12 Intellectually Gifted Manual for approved tests and detailed instructions)

Student Name \_\_\_\_\_ DOB \_\_\_\_/\_\_\_\_/\_\_\_\_ School System \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Previously Grade Skipped? ☐ Y ☐ N Race/Ethnicity (Check One): ☐ White (Not Hispanic) ☐ Black (Not Hispanic) ☐ Hispanic ☐ Asian/Pacific Islander ☐ American Indian/ Alaska Native

Assessment Category		Results/Notes																								
Educational Performance	<ul style="list-style-type: none"> <li>Standardized Group Criterion-Referenced (e.g., TCAP) and/or Norm-Referenced Group or Individual Achievement Test (e.g., Stanford-10, ITBS, PLAN, Explore, PSAT, WIAT-III, WJIII NU)</li> </ul>	<p><b>Record Highest Composite Academic Area Scores:</b> 1) Reading or Reading/Language Arts 2) Language 3) Written Language (standardized, individual test only) 4) Academic Knowledge (WJIII NU) 5) Mathematics 6) Social Studies 7) Science 8) Total Achievement Battery Score</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1) Area: _____</td> <td style="width: 15%;">Test _____</td> <td style="width: 15%;">DOT ____/____/____</td> <td style="width: 15%;">Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT</td> <td style="width: 15%;">Percentile: ____</td> <td style="width: 15%;">Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade</td> </tr> <tr> <td>2) Area: _____</td> <td>Test _____</td> <td>DOT ____/____/____</td> <td>Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT</td> <td>Percentile: ____</td> <td>Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade</td> </tr> <tr> <td>3) Area: _____</td> <td>Test _____</td> <td>DOT ____/____/____</td> <td>Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT</td> <td>Percentile: ____</td> <td>Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade</td> </tr> <tr> <td>4) Area: _____</td> <td>Test _____</td> <td>DOT ____/____/____</td> <td>Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT</td> <td>Percentile: ____</td> <td>Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade</td> </tr> </table> <p>Area, Cluster, Composite, or Brief (WJIII NU) scores from more than one instrument or type of instrument (Group or Individual) may be used, but only one score from any academic area (e.g., TCAP Reading/Language Arts OR WJIII NU Brief Reading) may be used for scoring. The TCAP Writing Assessment may not be used. Districts must provide previously grade-skipped students with a nationally normed test if they are disqualified by a criterion-referenced test. The use of percentile conversion scores from CRTs other than the TCAP must be approved by SDE.</p>	1) Area: _____	Test _____	DOT ____/____/____	Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT	Percentile: ____	Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade	2) Area: _____	Test _____	DOT ____/____/____	Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT	Percentile: ____	Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade	3) Area: _____	Test _____	DOT ____/____/____	Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT	Percentile: ____	Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade	4) Area: _____	Test _____	DOT ____/____/____	Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT	Percentile: ____	Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade
	1) Area: _____	Test _____	DOT ____/____/____	Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT	Percentile: ____	Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade																				
	2) Area: _____	Test _____	DOT ____/____/____	Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT	Percentile: ____	Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade																				
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	<ul style="list-style-type: none"> <li>College Entrance Exams (e.g., ACT, SAT)</li> </ul>	Test: _____ DOT: _____ Student's Grade Level ____ Out of Level? <input type="checkbox"/> Y <input type="checkbox"/> N List Academic Area or Full-Scale/Battery Percentile Scores _____																								
<ul style="list-style-type: none"> <li>TN Supplementary Gifted Performance Checklist (TnSup)</li> </ul>	Using the TN Assessment Team Instrument Selection Form (TnATISF) the Gifted Assessment Team documented that the TN Supplementary Gifted Performance Checklist (TnSup) is appropriate for this student: <input type="checkbox"/> Y <input type="checkbox"/> N TnSup Score _____ Date ____/____/____ If the TnTOC or TnTOC+ is used to meet criteria in the Creativity/Characteristics of Gifted Category, the TnSup cannot be used to meet criteria in the Educational Performance Category.																									
<ul style="list-style-type: none"> <li>Grade Point Average (GPA) Middle School and High School</li> </ul>	GPA Rank _____ GPA Percentile: _____ Method: <input type="checkbox"/> School Ranking <input type="checkbox"/> Lottery The "Lottery Scholarship" method must be used in High School if rank is available.																									
<ul style="list-style-type: none"> <li>Academic Awards: K-12</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Award 1 _____</td> <td style="width: 25%;">Placement (1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>) _____</td> <td style="width: 25%;">Date ____/____/____</td> <td style="width: 25%;"> <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National                             </td> </tr> <tr> <td>Award 1 _____</td> <td>Placement (1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>) _____</td> <td>Date ____/____/____</td> <td> <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National Award 1 _____                             </td> </tr> <tr> <td colspan="4">Placement (1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>) _____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National</td> </tr> </table>	Award 1 _____	Placement (1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> ) _____	Date ____/____/____	<input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National	Award 1 _____	Placement (1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> ) _____	Date ____/____/____	<input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National Award 1 _____	Placement (1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> ) _____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National																
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Placement (1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> ) _____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National																										
<ul style="list-style-type: none"> <li>TN Academic Product or Portfolio</li> </ul>	Product Title _____   Score _____   Date ____/____/____ May use an Academic or Creative Product or Portfolio, but not both.																									
Creativity/ Characteristics of Gifted	<ul style="list-style-type: none"> <li>Nationally Normed Standardized Test of Creativity (TTCT Verbal or Figural, Williams Creative Assessment Packet, PCA)</li> </ul>	Test: _____   DOT ____/____/____   Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade Percentile Score (Torrance Verbal) _____   Percentile Score (Torrance Visual) _____ Standard Deviation (Williams CAP) _____ Standard Deviation (Profile of Creative Abilities) Creativity Index SS _____, Home Rating Scale SS _____ School Rating Scale SS _____																								
	<ul style="list-style-type: none"> <li>TN Creative Product or Portfolio</li> </ul>	Product Title _____   Score _____   Date ____/____/____ May use a Creative or Academic Product or Portfolio, but not both.																								
	<ul style="list-style-type: none"> <li>TN Creative Thinking Rating Scale (TnCreat)</li> </ul>	Score _____ Date ____/____/____																								
	<ul style="list-style-type: none"> <li>Nationally Normed Gifted Characteristics Checklist</li> </ul>	Instrument: _____   DOT ____/____/____   Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade   Score _____  Use the following scale (Refer to instrument manual for specific guidelines) <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: left;">GES-3 Quotient Score</th> <th style="width: 50%; text-align: left;">GRS-S (School-age) or GRS-P (Pre-school/Kindergarten) Domain Scores</th> </tr> <tr> <td>Intellectual Ability (IA), Academic Ability (AA), Creativity (C), Artistic Talent (AT), Leadership (L), Motivation (M)</td> <td>Intellectual Ability (IA), Academic Ability (AA), Creativity (C), Artistic Talent (AT), Leadership (L), Motivation (M)</td> </tr> <tr> <td>First Range: 115-122</td> <td>Three domain T-Scores ≥60 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)</td> </tr> <tr> <td>Second Range: 123-129</td> <td>Three domain T-Scores ≥65 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)</td> </tr> <tr> <td>Third Range: ≥130</td> <td>Three domain T-Scores ≥70 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)</td> </tr> </table>	GES-3 Quotient Score	GRS-S (School-age) or GRS-P (Pre-school/Kindergarten) Domain Scores	Intellectual Ability (IA), Academic Ability (AA), Creativity (C), Artistic Talent (AT), Leadership (L), Motivation (M)	Intellectual Ability (IA), Academic Ability (AA), Creativity (C), Artistic Talent (AT), Leadership (L), Motivation (M)	First Range: 115-122	Three domain T-Scores ≥60 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)	Second Range: 123-129	Three domain T-Scores ≥65 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)	Third Range: ≥130	Three domain T-Scores ≥70 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)														
	GES-3 Quotient Score	GRS-S (School-age) or GRS-P (Pre-school/Kindergarten) Domain Scores																								
	Intellectual Ability (IA), Academic Ability (AA), Creativity (C), Artistic Talent (AT), Leadership (L), Motivation (M)	Intellectual Ability (IA), Academic Ability (AA), Creativity (C), Artistic Talent (AT), Leadership (L), Motivation (M)																								
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Third Range: ≥130	Three domain T-Scores ≥70 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)																									
<ul style="list-style-type: none"> <li>TN Teacher Observation Checklist (TnTOC)</li> </ul>	TnTOC Score _____ TnTOC + Score _____ Date ____/____/____ (Scoring Guide may be requested from the SDE) The TnTOC and TnTOC+ scores are also used for scoring of Supplementary Gifted Performance Checklist (TnSup).																									
<ul style="list-style-type: none"> <li>TN Teacher Observation Checklist Plus (TnTOC+): TnTOC + TnPIF</li> </ul>																										
<ul style="list-style-type: none"> <li>Local Norms from Nationally Normed Characteristics Checklist</li> </ul>	Instrument Used _____ DOT ____/____/____ Score Percentile _____ Local norms must be approved by the SDE.																									
Cognition	<ul style="list-style-type: none"> <li>Individually Administered Test of Intelligence or Cognition</li> </ul>	Test: _____ DOT ____/____/____ Composite, Global, or Full Scale Score _____ (Refer to Section 2.4 of the manual for SEM guidelines)  Split Discrepancy Highest Cluster Score (3 or more subtests) is ≥130 and Lowest Cluster Score is at least 1.5 SDs lower than the Highest Score. Highest Cluster Component Score ____ Component Area _____ Lowest Cluster Component Score ____ Component Area _____																								



## Classroom Screening Summary: Observation Procedures

Page 1 of 2

NOTE: The *Classroom Screening Summary (CSS)* is a screening tool, designed for recording observations of students' behaviors in the classroom by the classroom teacher. The teacher should not consider the CSS as a recommendation for further gifted screening or evaluation.

Give each child equal consideration on each behavior characteristic. When you observe students for a specific behavior characteristic be careful not to overlook any one student in the group. For example, when you consider a characteristic such as "learns rapidly and easily", certain students may come to mind immediately. However, when observed more closely there may be other students who exhibit this same characteristic. Most mistakes in screening are made through oversight.

Sometimes a teacher will feel that he or she does not have any students of this type. The teacher reads a title such as "Intellectually Gifted" and decides that it does not apply to any of the students in the class. This conclusion may cause the classroom teacher to overlook exceptionally bright students who do not meet pre-existing perceptions of the profile for a gifted child. It is important to consider specific behavioral characteristics--not labels--in order to decide which students fit the description. Be aware of bias or perceptions of what Intellectually Gifted "is" or "is not". Everyone is biased for or against certain students. This is as natural as liking or disliking certain foods, clothes, or sports. The important thing is to recognize your biases and make allowances for them. If you like a student, you may see more good qualities in him/her than he/she actually has. On the other hand, if you find it difficult to like a student, you may find it equally difficult to see gifted characteristics in him/her.

### Directions for Completing the Classroom Screening Summary:

List the names of all students in your class on the roster (CSS) in alphabetical order.

1. Become familiar with the characteristics (A through R) and general student demographics (S) defined for the CSS.
2. The Classroom Screening Summary includes sixteen (16) student characteristics. You will rate each student in your class, based on the descriptions provided for each CSS characteristic. Please rate each student on each of the characteristics on a continuum from 1 to 5, from Poor to Superior.

1	2	3	4	5
Poor	Below Average	Average	Above Average	Superior

It is suggested that you rate all your students on the first column (A), and then complete the second column (B), and so on for all sixteen of the characteristics. The score totals are to be completed by the School Screening Team (SST).

REFERENCES: Betts, G. T. and Nelhart, M. (1988). "Profiles of the gifted and talented." *Gifted Child Quarterly*, 32(2), 248-253. Clark, Barbara (1994). *Growing Up Gifted* (Fourth Edition). New York: Merrill Publishing Company. Cramer, Roxanne (1988). "Gifted traits can cause classroom problems." *Gifted Children Monthly*, 9, 18. Delisle, James R. (1992). *Guiding the Social and Emotional Development of Gifted Youth*. White Plains, N.Y.: Longman Publishing Group. Swassing, Raymond H. (1985). *Teaching Gifted Children and Adolescents*. Columbus, Ohio: Charles E. Merrill Publishing Company. Whitmore, Joanne R. (1980). *Giftedness, Conflict, and Underachievement*. Boston: Allyn and Bacon, Inc.

# CLASSROOM SCREENING SUMMARY (CSS)

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Student Names (List alphabetically)	CSS Student Characteristics																For SST Only
	A	B	C	D	E	F	G	H	J	K	L	M	N	P	R	S	
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
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9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	
16.																	
17.																	
18.																	
19.																	
20.																	
21.																	
22.																	
23.																	
24.																	
25.																	
26.																	
27.																	

## Student Characteristics Definitions Legend:

- A. Is a leader in positive or negative kinds of activities. Is looked to by others for leadership.
- B. Takes initiative. Shows independence of action. May be bossy.
- C. Motivates/influences others. May challenge authority.
- D. Becomes very enthusiastic about learning. Does not want to quit tasks of high interest to the student. Can tune others out. May appear to have boundless energy (sometimes labeled "hyperactive").
- E. Curious. Asks many questions. Generates many (sometimes-creative ideas) questions for problem solving. Has original ideas.
- F. Risk taker. Will risk failure. Tries new things willingly. Does not fear being different.
- G. Possesses an aptitude in art, music, acting, or writing.
- H. Displays a keen, subtle sense of humor. Understands and uses jokes and puns earlier than other children. May appear to be a "Smart Alec".
- J. Advanced reading level. Advanced vocabulary and knowledge base when compared with others of his/her age, experience, or environment.
- K. Learns rapidly, easily, and with few repetitions. Retains what is learned. May become bored with routine assignments or impatient waiting for the group.
- L. Ability to think on higher levels or more in-depth than others. Classroom performance/grades may not reflect this (i.e., underachievers).
- M. Transfers concepts and learning to new situations.
- N. Has a long attention span for activities of interest.
- P. Understands topic in depth. Asks unusual questions for age. Asks questions that reflect thinking (Why? What if?).
- R. Is perfectionist.
- S. "At Risk" due to environmental, cultural, and/or economic factors.

# TCAP Class Summary

(for Grade Level Screening of Intellectually Gifted)

School: \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ School System \_\_\_\_\_

Assessment Used \_\_\_\_\_

**TCAP Achievement Assessment (grades 3-8):** For Grade Level Screening—List at least five students who obtained the **highest percentile conversion scores** in your classroom on the TCAP assessment in each of the following academic areas: Reading/ Language Arts, Mathematics, Science, and Social Studies.

**District Administered Achievement Test (grades K-2):** For Grade Level Screening—List at least five students who obtained the **highest percentile conversion scores** in your classroom on the assessment in each of the following academic areas: Total Reading, Total Language, Total Mathematics, Science, Social Studies, and Test Composite.

(Example: TCAP Mathematics – 1 student = 88, 1 student = 85, 2 students=82, and 1 student=79 – representing the five students with the highest group achievement scores in the area of Mathematics for your class)

## Record the 5 highest percentile or percentile conversion scores

Student Names (List alphabetically)	Total Reading	Total Language	Total Mathematics	Science	Social Studies	Test Composite	Reading/ Language Arts TCAP Achievement	Mathematics TCAP Achievement	Science TCAP Achievement	Social Studies TCAP Achievement
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
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30.										

Please add additional comments regarding any students in your class in the lines provided below:

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## Notice of Referral and Permission for Individual Screening

Dear \_\_\_\_\_

On \_\_\_\_\_ (date), \_\_\_\_\_ (child) was referred for an Individual Screening for potential Intellectual Giftedness by \_\_\_\_\_ (referral source). In accordance with Tennessee's child find, screening, and assessment procedures in the area of Intellectually Gifted, all students are initially assessed for potential intellectual giftedness through a required screening process. The School Screening Team will review the results of your child's Individual Screening in order to determine whether additional information is needed. In order to do so, we are requesting permission for an Individual Screening at this time.

The areas and procedures to be considered for your child's Individual Screening are checked below.

### **Areas to be Individually Screened**      **Procedures**

#### **Educational Performance**

- ☐ Parent Information
- ☐ Individual Academic Achievement Assessment
- ☐ Assessment of Student's Academic Products/Ideas
- ☐ Other \_\_\_\_\_

#### **Creativity/Characteristics of Gifted**

- ☐ Gifted Rating Scales
- ☐ Evaluation of Student's Creative Products/Ideas
- ☐ Gifted Characteristics Checklists
- ☐ Other \_\_\_\_\_

Please sign the *Referral for Individual Screening*, complete the attached *TN Parent Information Form* and return to \_\_\_\_\_ in your child's school. When the Individual Screening is completed, the school will notify you to make recommendations for classroom program modifications or a comprehensive assessment, as indicated by the results from the Individual Screening. If you have any information you would like to share pertaining to this notice and request for permission, please forward it to the person named above.

### **Please Check One of the Following**

- \_\_\_\_\_ I give permission for an Individual Screening
- \_\_\_\_\_ I do not give permission for an Individual Screening

Date \_\_\_\_\_ Signature of Parent or Guardian \_\_\_\_\_

Phone \_\_\_\_\_ Address \_\_\_\_\_

### **Comments:**

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**Remisión para examen individual**  
(Formulario de remisión para examen del grado escolar)

Estimado/a \_\_\_\_\_:

El \_\_\_\_\_ (fecha), \_\_\_\_\_ (niño) fue remitido para \_\_\_\_\_ (evaluación o examen individual) de dotes intelectuales potenciales, por \_\_\_\_\_ (persona que remite). De acuerdo con los procedimientos de Tennessee para la detección, examen y valoración de dotes intelectuales, se valora inicialmente a todos los estudiantes para detectar dotes intelectuales potenciales por medio de un Proceso de examen individual obligatorio. El Equipo examinador de la escuela analizará los resultados del examen individual de su hijo para determinar si es necesario obtener más información por medio del Proceso de examen individual o de una Evaluación integral. Con este fin, solicitamos el permiso para un examen individual en este momento.

Las áreas y los procedimientos que se considerarán en el examen individual de su hijo se marcan a continuación.

**Áreas que se examinarán individualmente**

**Procedimientos**

***Rendimiento educativo***

- ☐ Información proporcionada por el padre o la madre
- ☐ Valoración individual de logros académicos
- ☐ Valoración del trabajo y las ideas académicas del estudiante
- ☐ Otros \_\_\_\_\_

***Creatividad y características de dotes intelectuales***

- ☐ Escalas de calificación de dotes intelectuales
- ☐ Evaluación del trabajo y las ideas creativas del estudiante
- ☐ Listas de verificación de características de dotes intelectuales
- ☐ Otros \_\_\_\_\_

Firme la *Remisión para examen individual*, complete el *Formulario de TN de información proporcionada por los padres* que se adjunta y devuélvalo a \_\_\_\_\_

\_\_\_\_\_ en la escuela de su hijo. Cuando haya concluido el examen individual, la escuela le avisará para hacer recomendaciones para las modificaciones del programa en el aula o para una valoración integral, según lo indiquen los resultados del examen individual. Si tiene alguna información que desee comunicar acerca de este aviso y solicitud de permiso, envíela a la persona que se menciona arriba.

**Marque una de las siguientes opciones:**

\_\_\_\_\_ Doy mi consentimiento para realizar un examen individual.

\_\_\_\_\_ No doy mi consentimiento para realizar un examen individual.

Fecha \_\_\_\_\_

Firma del padre, la madre o el tutor \_\_\_\_\_

Teléfono \_\_\_\_\_

Domicilio \_\_\_\_\_

**Comentarios:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Response to Individual Screening

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Dear \_\_\_\_\_

\_\_\_\_\_ was referred for an Individual Screening on  
\_\_\_\_/\_\_\_\_/\_\_\_\_ (date) by \_\_\_\_\_ (teacher, parent, other).

☐ A comprehensive evaluation is not indicated at this time. Your child's screening results are listed below. If you have any questions regarding your rights or the decision for not conducting a comprehensive evaluation at this time, please contact:

\_\_\_\_\_  
(Name of Person) (Position) (Telephone)

### Individual Screening Results

Area Screened	Individual Screening Measures Quantitative and Qualitative Results	Student Support Team Review of Individual Screening  Do the results from Individual Screening indicate the student may meet Intellectual Gifted Eligibility Standards in areas screened?
Educational Performance		<input type="checkbox"/> Yes <input type="checkbox"/> No
Creativity/ Characteristics of Gifted		<input type="checkbox"/> Yes <input type="checkbox"/> No

Review of Educational Performance

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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Recommendations

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

(Classroom Modifications/Accommodations – if needed)

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### Referral for Comprehensive Evaluation

☐ A comprehensive evaluation is appropriate at this time.

Please complete the Informed Parental Consent for Initial Evaluation. Copies of the Rights of Children with Disabilities and Parent Responsibilities and Prior Written Notice from the State Department of Education explaining procedural safeguards are also included. The Comprehensive Assessment for Intellectual Giftedness will begin upon the school's receipt of your Informed Parental Consent for Initial Evaluation.

## Respuesta al examen individual

(Formulario de respuesta a una remisión para examen del grado escolar)

Fecha \_\_\_\_/\_\_\_\_/\_\_\_\_

Estimado/a \_\_\_\_\_:

\_\_\_\_\_ fue remitido para un examen individual el  
\_\_\_\_/\_\_\_\_/\_\_\_\_ (fecha), por \_\_\_\_\_ (maestro, padre, madre, otra persona).

☐ En este momento, no se indica una evaluación integral. A continuación, se enumeran los resultados del examen de su hijo. Si tiene alguna pregunta acerca de sus derechos como padre, madre o tutor, o de la decisión de no realizar una evaluación integral ahora, comuníquese con:

\_\_\_\_\_  
(Nombre de la persona)  
(Teléfono)

\_\_\_\_\_  
(Cargo)

### Resultados del examen individual

Área examinada	Medidas del examen individual Resultados cuantitativos y cualitativos	Análisis del examen individual realizado por el equipo de apoyo al estudiante  ¿Indican los resultados del examen individual que el estudiante puede reunir los requisitos de dotes intelectuales en las áreas examinadas?
Rendimiento educativo		<input type="checkbox"/> Sí <input type="checkbox"/> No
Creatividad y características de dotes intelectuales		<input type="checkbox"/> Sí <input type="checkbox"/> No

Análisis del rendimiento educativo

Fecha \_\_\_\_/\_\_\_\_/\_\_\_\_

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Recomendaciones

Fecha \_\_\_\_/\_\_\_\_/\_\_\_\_

(Modificaciones o adaptaciones en el aula, si se necesitan)

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### *Remisión para una evaluación integral*

☐ En este momento, es apropiado realizar una evaluación integral.

Complete el Consentimiento informado de los padres para una evaluación inicial. También se incluyen copias de los Derechos de los menores con discapacidades y responsabilidades de los padres y un Aviso previo por escrito del Departamento de Educación del Estado que explican las garantías procesales. La Valoración integral para dotes intelectuales comenzará cuando la escuela reciba el Consentimiento informado de los padres para una evaluación inicial.

# TN Assessment Team Instrument Selection Form (TnATISF)

This form must be completed for all students screened or referred for Intellectually Gifted Services.

Student's Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Assessment of the potentially gifted student is a complex process. The Assessment Team must consider the strengths and weaknesses of each student, the student's educational history, and the school and home environment. The State Department of Education does not recommend a single "standard" assessment instrument in each of the three Assessment Categories (Educational Performance, Creativity/Characteristics of Gifted, and Cognition). Instead, members of the Assessment Team must use all available information about the student, including the factors listed below, in conjunction with professional judgment to determine the most appropriate set of SDE approved assessment instruments to measure accurately and fairly the student's true ability. The K-12 Intellectually Gifted Manual lists the SDE approved instruments and includes notes on the populations for which each instrument is designed and appropriate.

ENVIRONMENTAL CONSIDERATIONS FOR ASSESSMENT		
THIS SECTION COMPLETED BY GIFTED ASSESSMENT TEAM	LANGUAGE	<input type="checkbox"/> Dominant, first-acquired language spoken in the home is other than English <input type="checkbox"/> Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)
	ECONOMIC	<input type="checkbox"/> Residence in a depressed economic area and/or homeless <input type="checkbox"/> Low family income (qualifies or could qualify for free/reduced lunch) <input type="checkbox"/> Necessary employment or home responsibilities interfere with learning
	ACHIEVEMENT	<input type="checkbox"/> Student peer group devalues academic achievement <input type="checkbox"/> Consistently poor grades with little motivation to succeed
	SCHOOL	<input type="checkbox"/> Irregular attendance (excessive absences during current or most recent grading period) <input type="checkbox"/> Attends low performing school <input type="checkbox"/> Transience in elementary school (at least 3 moves) <input type="checkbox"/> Limited opportunities for exposure to developmental experiences for which the student may be ready
	ENRICHMENT	<input type="checkbox"/> Limited enrichment experiences outside the home <input type="checkbox"/> Family unable to provide enrichment materials and/or experiences <input type="checkbox"/> Geographic isolation <input type="checkbox"/> No school-related extra-curricular learning activities in student's area of strength/interest
	PROGRAM	<input type="checkbox"/> Member of a group that is underrepresented in the gifted program
	OTHER CONSIDERATIONS FOR ASSESSMENT	
	___ May have motor skill deficits ___ May have problems writing answers due to age, training, language or fine motor skills ___ May have vision, auditory or other sensory deficits ___ May have attention deficits or focusing/concentration problems ___ Projects or classroom work, not tests, best reveal student's strengths ___ Indications that student will approach assessment ceiling on grade-level or age-appropriate achievement tests or cognition tests ___ High ability displayed in focused area: _____ ___ Performs poorly on timed tests ___ Is extremely shy or introverted when around strangers or classmates ___ Is a highly reflective thinker and does not provide quick answers to questions ___ Entered kindergarten early or was grade skipped _____ year(s) in _____ grade(s) ___ May have another deficit or disability that interferes with educational performance or assessment	

## SECTION COMPLETED BY ASSESSMENT PERSONNEL

As is the case with all referrals for intellectual giftedness, assessment instruments should be selected that most accurately measure a student's true ability. However, this is especially true for students who may be significantly impacted by the factors listed above. Determine if the checked items are compelling enough to indicate that this student's abilities may not be accurately measured by traditionally-used instruments. Then record assessment tools and instruments that are appropriate and will be utilized in the assessment of this student.

### Individual Screening

☐ Educational Performance:

☐ Creativity/Characteristics:

### Comprehensive Assessment

☐ Educational Performance:

☐ Creativity/Characteristics:

☐ Cognition (TBD by School Psychologist)



## TN Parent Information Form (TnPIF)

TnPIF (Page 1 of 2)

Student \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex \_\_\_\_ Ethnicity (Optional) \_\_\_\_\_  
Parent's Name \_\_\_\_\_ Address: \_\_\_\_\_  
Home Phone: (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_ Work or Cell Phone: (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_  
Student's School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

These responses are necessary to help document your child's abilities.

- Rate your child's behavior on the following items using the following scale:  
1 = not observed      2 = occasionally      3 = sometimes      4 = frequently      5 = always
- Provide comments and examples on the lines provided with each statement.
- Circle one rating for each indicator listed.

### Creativity

1)      1   2   3   4   5      Devises own methods instead of relying on instructions

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2)      1   2   3   4   5      Devises extraordinary uses for ordinary objects

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### Interest

3)      1   2   3   4   5      Collects things (may be randomly or with a definite purpose), or pursues hobbies

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4)      1   2   3   4   5      Has long or extended attention span for one topic and/or project

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5)      1   2   3   4   5      Puts great effort into gaining knowledge about some interest or subject

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6)      1   2   3   4   5      Is one-sided about some subjects (deep interest to exclusion of all else) or may seem inattentive, bored with typical school requirements, but "comes alive" when special topics are raised; e.g., old movies or life on other planets

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7)      1   2   3   4   5      Shows a passion for statistics, almanacs, globes, maps, etc.

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### Communication Skills

8)      1   2   3   4   5      Demonstrates advanced communication skills at home and in the community in a language other than English (e.g., multi-lingual)

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9)      1   2   3   4   5      Utilizes advanced language skills to communicate ideas and concepts, demonstrating extensive comprehension on a variety of subjects which exceed age or grade level expectations

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### Motivation

10)    1   2   3   4   5      Self-taught in some topics not often taught in school

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**Problem Solving Ability**

11) 1 2 3 4 5 Does complicated puzzles, plays chess, bridge, etc.

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12) 1 2 3 4 5 Assembles or disassembles mechanical objects with little or no training

---

**Memory**

13) 1 2 3 4 5 Memorizes easily, needs little or no drill

---

14) 1 2 3 4 5 Exhibits long term retention of information

---

**Inquiry**

15) 1 2 3 4 5 Asks unusual questions which may be embarrassing, advanced, or controversial

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16) 1 2 3 4 5 Is curious – wants to know why, how, etc.; asks thoughtful, searching questions

---

**Insight**

17) 1 2 3 4 5 Seems to “just know things”; offers new insights based on known information

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18) 1 2 3 4 5 Understands relationships among seemingly unrelated objects, ideas, or facts

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**Reasoning**

19) 1 2 3 4 5 Sees broad perspective of a problem; sees the whole while others focus on the parts

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20) 1 2 3 4 5 Demonstrates reflective and reasonable thinking when making decisions

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**Humor**

21) 1 2 3 4 5 Enjoys making puns or is witty, displays a mature sense of humor, or sees humor in subtle situations

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**Additional Information**

22) Please list awards or any special recognition your child has received on the national, state or local levels (indicate which level) for achievement related to an academic area (math, science, writing, etc.).

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23) Please describe any behaviors your child exhibits that you feel indicate very superior intellectual ability.

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**Comments**

## Formulario de TN de información proporcionada por los padres (TnPIF)

(Página 1 de 2)

Estudiante \_\_\_\_\_ Fecha de nacimiento \_\_\_\_/\_\_\_\_/\_\_\_\_ Sexo \_\_\_\_ Grupo étnico (opcional) \_\_\_\_  
Nombre del padre o la madre \_\_\_\_\_ Domicilio: \_\_\_\_\_  
Teléfono en casa: (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_ Teléfono celular o en el trabajo: (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_  
Escuela del estudiante \_\_\_\_\_ Grado \_\_\_\_\_ Fecha \_\_\_\_/\_\_\_\_/\_\_\_\_

Las respuestas son necesarias para documentar las aptitudes de su hijo.

— Califique el comportamiento de su hijo en las siguientes áreas mediante la escala a continuación:

1 = no se observa    2 = en contadas ocasiones    3 = a veces    4 = con frecuencia    5 = siempre

— Proporcione comentarios y ejemplos en los renglones debajo de cada afirmación.

— Encierre en un círculo una calificación para cada indicador mencionado.

### Creatividad

1)    1    2    3    4    5    Crea sus propios métodos en vez de seguir instrucciones.

\_\_\_\_\_

2)    1    2    3    4    5    Hace uso extraordinario de objetos ordinarios.

\_\_\_\_\_

### Interés

3)    1    2    3    4    5    Colecciona objetos (puede ser al azar o con un fin definido), o tiene pasatiempos.

\_\_\_\_\_

4)    1    2    3    4    5    Tiene atención de duración amplia o prolongada para un tema o proyecto.

\_\_\_\_\_

5)    1    2    3    4    5    Pone un gran empeño en obtener conocimientos sobre un tema o interés.

\_\_\_\_\_

6)    1    2    3    4    5    Es parcial para ciertos temas (interés profundo que excluye todo lo demás) o puede parecer distraído o aburrido con los requisitos escolares típicos, pero se "aviva" cuando surgen temas especiales; por ejemplo, películas antiguas o vida en otros planetas.

\_\_\_\_\_

7)    1    2    3    4    5    Muestra pasión por los datos estadísticos, almanaques, globos terráqueos, mapas etc.

\_\_\_\_\_

### Habilidades de comunicación

8)    1    2    3    4    5    Demuestra habilidades avanzadas de comunicación en casa y en la comunidad, en otro idioma que no sea el inglés (por ejemplo, varios idiomas).

\_\_\_\_\_

9)    1    2    3    4    5    Hace uso de habilidades avanzadas del idioma para comunicar ideas y conceptos, y demuestra amplia comprensión de diversos temas que excede las expectativas para su edad o grado escolar.

\_\_\_\_\_

### Motivación

10)    1    2    3    4    5    Es autodidacta en algunos temas que no suelen enseñarse en la escuela.

\_\_\_\_\_

**Capacidad para solucionar problemas**

- 11) 1 2 3 4 5 Resuelve rompecabezas complicados, juega ajedrez, *bridge* con los naipes, etc.

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- 12) 1 2 3 4 5 Arma y desarma objetos mecánicos con poca o ninguna instrucción previa.

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**Memoria**

- 13) 1 2 3 4 5 Memoriza con facilidad y necesita poco o ningún ejercicio de práctica.

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- 14) 1 2 3 4 5 Muestra retención de información a largo plazo.

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**Cuestionamiento**

- 15) 1 2 3 4 5 Hace preguntas poco comunes que pueden poner en apuros, ser avanzadas o causar controversia.

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- 16) 1 2 3 4 5 Muestra curiosidad: desea saber por qué, cómo, etc.; hace preguntas inteligentes e inquisitivas.

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**Perspicacia**

- 17) 1 2 3 4 5 Parece que "simplemente sabe las cosas"; aporta nuevos puntos de vista basados en información conocida.

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- 18) 1 2 3 4 5 Entiende las relaciones entre objetos, ideas o datos aparentemente no relacionados.

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**Razonamiento**

- 19) 1 2 3 4 5 Ve la perspectiva amplia de un problema; percibe el total mientras los demás se concentran en las partes.

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- 20) 1 2 3 4 5 Al tomar decisiones, demuestra pensamiento basado en la reflexión y el razonamiento.

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**Sentido del humor**

- 21) 1 2 3 4 5 Disfruta hacer bromas o es ingenioso, muestra un sentido del humor maduro o tiene un humor fino en ciertas situaciones.

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**Otra información**

- 22) Enumere los premios o reconocimientos especiales que su hijo haya recibido a nivel nacional, estatal o local (indicar el nivel) por logros relacionados con áreas académicas (matemáticas, ciencias, escritura, etc.).

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- 23) Describa los comportamientos que muestra su hijo que usted considere que indican una capacidad intelectual superior.

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**Comentarios**


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## TN Creative Thinking Rating Scale (TnCreat)

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 School System: \_\_\_\_\_ School: \_\_\_\_\_

DO NOT SKIP ANY ITEMS—ALL ITEMS MUST BE MARKED

- Rate each of the following characteristics as follows:  
 0: Not Observed      1: Rarely      2: Occasionally      3: Frequently
- All items with a rating of **3** require at least one example of the gifted characteristic or item will be rated as 2.
- Give consideration to the student's age, experiences, and environment when evaluating the creative thinking

	Rating	Description of Creative Thinking Characteristic
1.	_____	Generates a large number of ideas, solutions and possibilities. Example: _____ _____ _____
2.	_____	Likes to adapt or improve things. Example: _____ _____ _____
3.	_____	Displays a high level of curiosity about a wide array of ideas, situations, objects, people or events. Example: _____ _____ _____
4.	_____	Generates many different alternatives and approaches to a question or problem; views situations from different perspectives. Example: _____ _____ _____
5.	_____	Shows a willingness to entertain complexity and seems to thrive on problem solving. Able to deal with lack of closure for problems presented inside or outside the classroom setting. Example: _____ _____ _____
6.	_____	Sees/develops innovative relationships among seemingly unrelated objects, ideas, or facts. Example: _____ _____ _____
7.	_____	Exhibits ability to sustain interest in issues or problems that do not offer immediate resolution. Example: _____ _____ _____
8.	_____	Creates original products/projects for class assignments without being asked to do so, or in his/her spare time (including but not limited to stories, artwork, 3-dimensional products, songs, dance movements, dramatic performances, etc.). Example: _____ _____ _____
9.	_____	Uses the ideas or projects of others to create additional ideas and/or possibilities. Example: _____ _____ _____
10.	_____	May take on many projects; may have many things going on at the same time. Example: _____ _____ _____

Rating	Description of Creative Thinking Characteristic
11. _____	Classroom work/projects, and/or projects attempted as extracurricular activities or at home, show great attention to detail. Example: _____
12. _____	Suggests to the teacher, parent, or other adults alternative ways of doing an activity or task. Example: _____
13. _____	Comes up with fresh, original comments or unusual correct answers or formulates his/her own ideas when the class does a project or activity. Example: _____
14. _____	Articulates ideas clearly either verbally or in project components; writing or products shows synthesis of ideas and or rich use of imagery; thinks "outside the box"; "colors without lines." Example: _____
15. _____	Doesn't mind being different; strives to be original and creative in everyday life. Example: _____
16. _____	Able to interact with metaphorical, figural, symbolic, or allegorical representations. Example: _____
17. _____	Displays intellectual playfulness; fantasizes and imagines readily; has a keen sense of humor. Example: _____
18. _____	Demonstrates elaborate thinking, creating new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem. Example: _____
19. _____	Creates good "guesses"; constructs hypotheses; asks thoughtful or clever "what if" questions. Example: _____
20. _____	Adapts easily to new situations. Example: _____

FOR SST USE ONLY

TOTAL TnCreat SCORE: \_\_\_\_\_

NOTES: \_\_\_\_\_

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# TN Teacher Observation Checklist (TnTOC)

TnTOC (page 1 of 2)

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

The TN Teacher Observation Checklist (TnTOC) is an important component of this student's individual screening and/or assessment. Please make careful consideration of each behavior characteristic while completing this checklist. Record on the lines provided below examples of behavioral traits of intellectual giftedness (whether considered socially "positive" or "negative") that you have observed in this student when compared to others of their age, experience and environment.

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Please check those items which are frequently characteristic of this child. It is unlikely that any child will have all of these attributes.

1.	<input type="checkbox"/> Generates abstract ideas, or asks complex questions	22.	<input type="checkbox"/> Is impatient – hurries to complete a task
2.	<input type="checkbox"/> Challenges rules, assignments, requests, and may ask provocative questions	23.	<input type="checkbox"/> Exhibits long term retention of school or non-school related information
3.	<input type="checkbox"/> Is curious - wants to know "why, how, etc."; asks thoughtful, searching questions	24.	<input type="checkbox"/> Is motivated to high achievement in a low performing school environment
4.	<input type="checkbox"/> Understands puns, political cartoons, etc., beyond their peers	25.	<input type="checkbox"/> Understands relationships among seemingly unrelated objects, ideas, or facts
5.	<input type="checkbox"/> Shows desire for knowledge	26.	<input type="checkbox"/> Attributes success and failure to fate, luck, or chance
6.	<input type="checkbox"/> Often fails to complete schoolwork	27.	<input type="checkbox"/> Likes structure, order, and consistency
7.	<input type="checkbox"/> Enjoys school	28.	<input type="checkbox"/> Facility with words/oral language exceeds quality of written work
8.	<input type="checkbox"/> Works and plays well with others	29.	<input type="checkbox"/> Demonstrates a depth of perception and understanding beyond peers in a low performing school environment
9.	<input type="checkbox"/> Utilizes advanced language skills and a large vocabulary in oral and/or written formats	30.	<input type="checkbox"/> May lose track of time
10.	<input type="checkbox"/> Is most successful in the classroom setting rather than in after-school activities	31.	<input type="checkbox"/> Shows little patience with rote learning (handwriting, spelling, and math skill repetition)
11.	<input type="checkbox"/> Exhibits a wide range of interests	32.	<input type="checkbox"/> Has an advanced ability to reason and draw conclusions from given information
12.	<input type="checkbox"/> Is eager to please the teacher	33.	<input type="checkbox"/> Demonstrates superior insight; infers and connects concepts
13.	<input type="checkbox"/> Demonstrates intense or focused concentration	34.	<input type="checkbox"/> Forgets/loses work
14.	<input type="checkbox"/> Is generally mature	35.	<input type="checkbox"/> Demonstrates an advanced sense of justice and fairness
15.	<input type="checkbox"/> Has a long attention span in areas of interest	36.	<input type="checkbox"/> Enjoys role playing, creative dramatics
16.	<input type="checkbox"/> Generates a large number of ideas	37.	<input type="checkbox"/> Enjoys competitive games
17.	<input type="checkbox"/> Learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers	38.	<input type="checkbox"/> Demonstrates leadership qualities; is able to influence others toward desirable and/or undesirable goals
18.	<input type="checkbox"/> Does not perform to his/her ability on tests (e.g., test phobia)	39.	<input type="checkbox"/> Demonstrates superior ability to hold information in memory and recall it when necessary
19.	<input type="checkbox"/> Displays in-depth information in one or more areas	40.	<input type="checkbox"/> Fine and gross motor coordination skills are advanced for age
20.	<input type="checkbox"/> Has difficulty functioning constructively in groups	41.	<input type="checkbox"/> Learns better by "doing" than from a "lecture approach"
21.	<input type="checkbox"/> Communicates complex ideas and concepts to others, verbally or non-verbally	42.	<input type="checkbox"/> Is a keen observer; interprets observations

43.	<input type="checkbox"/> Is not motivated by usual techniques (teacher's enthusiasm, group interest, praise and/or rewards)	62.	<input type="checkbox"/> Has much energy, which can get him/her into trouble at times
44.	<input type="checkbox"/> Has original, unique ideas	63.	<input type="checkbox"/> Is disruptive
45.	<input type="checkbox"/> Is resourceful and uses limited resources to make meaningful products	64.	<input type="checkbox"/> Finds and evaluates relevant information and applies that information in a setting where most students do not
46.	<input type="checkbox"/> Interacts well with adults and peers	65.	<input type="checkbox"/> Makes good grades in reading
47.	<input type="checkbox"/> Enjoys math and science more than social studies and reading	66.	<input type="checkbox"/> Demonstrates a healthy self-concept
48.	<input type="checkbox"/> Is quick to see discrepancies/inconsistencies	67.	<input type="checkbox"/> Likes to work independently
49.	<input type="checkbox"/> Creates complex, abstract humor	68.	<input type="checkbox"/> Often solves problems by ingenious methods; likes new approaches to problem solving
50.	<input type="checkbox"/> Uses a large vocabulary in a non-standard English environment	69.	<input type="checkbox"/> Usually makes A's on school work
51.	<input type="checkbox"/> Approaches problems and ideas from multiple perspectives	70.	<input type="checkbox"/> Is generally immature
52.	<input type="checkbox"/> Getting good grades is important to student	71.	<input type="checkbox"/> Has an advanced ability to reason, form concepts and solve problems using unfamiliar information or novel procedures
53.	<input type="checkbox"/> Excels in cooperative learning groups	72.	<input type="checkbox"/> Has excellent handwriting skills
54.	<input type="checkbox"/> Asks many questions, often challenging the teacher and the textbook	73.	<input type="checkbox"/> Seeks approval for success in and out of school
55.	<input type="checkbox"/> Always turns in work on time	74.	<input type="checkbox"/> Outstanding in mathematics
56.	<input type="checkbox"/> Exhibits complexity, inventiveness, and elaboration in ideas and/or products	75.	<input type="checkbox"/> Outstanding in science
57.	<input type="checkbox"/> Exhibits richness in language in a non-standard English environment	76.	<input type="checkbox"/> Outstanding in language arts
58.	<input type="checkbox"/> Is an independent learner; may require little direction	77.	<input type="checkbox"/> Outstanding in social studies/history
59.	<input type="checkbox"/> Has many friends	78.	<input type="checkbox"/> Outstanding in music/creative arts
60.	<input type="checkbox"/> Self-starter; exceeds classroom requirements	79.	<input type="checkbox"/> An able student, but also the biggest challenge
61.	<input type="checkbox"/> Does not like to stick to a task	80.	<input type="checkbox"/> Has difficulty with reading, but otherwise demonstrates good learning ability

**FOR SST USE ONLY – TnTOC SCORE: \_\_\_\_\_**

NOTES:

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# TN Teacher Observation Checklist (TnTOC) Scoring Criteria

Page 1 of 2

Student \_\_\_\_\_ School \_\_\_\_\_  
 Grade \_\_\_\_\_ Date of TnTOC \_\_\_\_/\_\_\_\_/\_\_\_\_ TnTOC Rater \_\_\_\_\_

**First Range      TnTOC – 16/27**

**Second Range    TnTOC – 19/27**

**Third Range      TnTOC – 22/27**

TnTOC Gifted Characteristics Item	Item checked (YES)
1	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
9	<input type="checkbox"/>
11	<input type="checkbox"/>
16	<input type="checkbox"/>
17	<input type="checkbox"/>
19	<input type="checkbox"/>
21	<input type="checkbox"/>
23	<input type="checkbox"/>
25	<input type="checkbox"/>
32	<input type="checkbox"/>
33	<input type="checkbox"/>
35	<input type="checkbox"/>
38	<input type="checkbox"/>
39	<input type="checkbox"/>
42	<input type="checkbox"/>
44	<input type="checkbox"/>
48	<input type="checkbox"/>
49	<input type="checkbox"/>
51	<input type="checkbox"/>
56	<input type="checkbox"/>
58	<input type="checkbox"/>
60	<input type="checkbox"/>
68	<input type="checkbox"/>
71	<input type="checkbox"/>

**TnTOC TOTAL – \_\_\_\_\_**

## TN Teacher Observation Checklist Plus (TnTOC+) Scoring Criteria

Page 2 of 2

The TN Teacher's Observation Checklist Plus (TnTOC+) Score is obtained by adding the TN Teacher's Observation Checklist (TnTOC) Score from Page 1 to the total score from the TN Parent Information Form (TnPIF). Total scores obtained for scoring in First, Second, and Third Range from the TnTOC+ are:

**First Range     21/36**

**Second Range   25/36**

**Third Range     29/36**

TnPIF Gifted Characteristics Items		Scoring criteria	Item checked (YES)
1	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
2	Score ____		
4	Score ____	Score of 4 or 5 on 2 of 3 items	<input type="checkbox"/>
6	Score ____		
7	Score ____		
9	Score ____	Score of 4 or 5	<input type="checkbox"/>
11	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
12	Score ____		
13	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
14	Score ____		
15	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
16	Score ____		
17	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
18	Score ____		
19	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
20	Score ____		
21	Score ____	Score of 4 or 5	<input type="checkbox"/>

TnPIF     =     \_\_\_\_\_

TnTOC     =     \_\_\_\_\_

TnPIF (page 2) + TnTOC (page 1) = TnTOC+ \_\_\_\_\_

# TN Supplementary Gifted Performance Checklist (TnSup)

TnSup (page 1 of 2)

## Use This Checklist Only if the Following Criteria Have Been Met

Items in the categories of Language, Economic, Achievement, School, Enrichment, and Program have been checked on the TN Assessment Team Instrument Selection Form (TnATISF) and are compelling enough to indicate that the student's educational performance may not be accurately measured by traditionally-used instruments.

The Gifted School Screening Team (G-SST) and/or the IEP Team have determined use of an alternative assessment in the area of Educational Performance to be the most appropriate evaluation of this student.

Note: Scoring of the TN Supplementary Gifted Performance Checklist (TnSup) is based on information gathered from:

- ▶ Tests of Cognition and/or Creativity, Grades
- ▶ TN Teacher Observation Checklist (*TnTOC*)
- ▶ TN Parent Information Form (*TnPIF*)

Name: \_\_\_\_\_ School System: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

### 1. Motivation (☐ Criteria met)

\*\*There is a pattern (two or more years) of consistently outstanding grades in one or more academic areas.

Scoring – an “A average” as defined by the school or a numerical grade average of  $\geq 90$

☐ Yes ☐ No

OR

\*\*Student has demonstrated motivation beyond that of his/her peers in the academic setting.

Scoring – 2 of 4 items from the *TnTOC* – #5, #24, #58, #60

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on item #10 from the *TnPIF*

☐ Yes ☐ No

### 2. Interest (☐ Criteria met)

\*\*Student has demonstrated interests beyond that of his/her peers in the academic setting.

Scoring – item #11 or #19 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on 3 of 5 items: #3, #4, #5, #6, #7 from the *TnPIF*

☐ Yes ☐ No

### 3. Communication Skills (☐ Criteria met)

\*\*Student demonstrates advanced communication skills.

Scoring – 2 of 4 items from the *TnTOC* – #9, #21, #50, #57

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #8 or #9 from the *TnPIF*

☐ Yes ☐ No

### 4. Problem Solving Ability (☐ Criteria met)

\*\*The student has shown advanced problem-solving ability skills in the classroom.

Scoring – 2 of 3 items from the *TnTOC* – #42, #64, #68

☐ Yes ☐ No

OR

Scoring – the *Thinking Ability* score obtained from *WJIII NU Cognitive* or from comparable component scores of other standardized tests of cognition is  $\geq 120$

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #11 or #12 from the *TnPIF*

☐ Yes ☐ No

### 5. Memory (☐ Criteria met)

\*\*The student demonstrates short and long term memory skills that are significantly advanced for his/her chronological age (i.e., the student is able to memorize material at a rapid rate or is able to recall detailed information previously taught).

Scoring – items #23 or #39 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – the *Component Memory Score* on a test of cognition is a standard score of  $\geq 120$

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on item #13 or #14 from the *TnPIF*

☐ Yes ☐ No

**6. Inquiry** (☐ Criteria met)

\*\*Student is more inquisitive than the average child in the classroom and questions or challenges teacher.

Scoring – item #1 or #3 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #15 or #16 from the *TnPIF*

☐ Yes ☐ No

**7. Insight** (☐ Criteria met)

\*\*Student demonstrates ideas and insight related to a specific topic.

Scoring – 2 of 3 from items #25, #33, #48 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #17 or #18 from the *TnPIF*

☐ Yes ☐ No

**8. Imagination/Creativity** (☐ Criteria met)

\*\*Student has demonstrated creative thinking ability in a variety of ways:

Scoring – 3 of 5 items from the *TnTOC* – #16, #44, #45, #51, #56

☐ Yes ☐ No

OR

Scoring – A score at the 90<sup>th</sup> percentile in one of the following areas on the *Torrance Tests of Creative Thinking, Figural Form*: Fluency, Originality, Elaboration, Resistance to Premature Closure, or Abstractness of Titles

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #1 or #2 from the *TnPIF*

☐ Yes ☐ No

**9. Humor** (☐ Criteria met)

\*\*Student demonstrates a keen or high level sense of humor.

Scoring – item #4 or #49 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on item #21 from the *TnPIF*

☐ Yes ☐ No

**10. Reasoning** (☐ Criteria met)

\*\*Student has an advanced ability to think logically and rationally and to analyze and make inferences with information presented to him/her.

Scoring – 2 of 4 items #29, #32, #64, and #71 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – the component Reasoning Score on a test of cognition is a standard score of  $\geq 120$

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #19 or #20 from the *TnPIF*

☐ Yes ☐ No

**11. Rate of Acquisition for Application** (☐ Criteria met)

\*\*Student learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers.

Scoring – item #17 from the *TnTOC*

☐ Yes ☐ No

**12. Other** (☐ Criteria met)

\*\*Five or more items checked from the categories of Language, Economic, Achievement, School, Enrichment, and Program on the TN Assessment Team Instrument Selection Form (*TnATISF*).

☐ Yes ☐ No

**Criteria met in \_\_\_\_\_ of 12 areas.**  
(*TnATISF* must be attached to the *TnSup*)

## **Development of the Academic or Creative Product or Portfolio**

### **Evaluation of Student Products with Mentor**

Assigning a Mentor may be used as for the Academic or Creative Product Portfolios when a more equitable method of assessing intellectual giftedness is needed for students from traditionally "underrepresented" populations. The *Tennessee Assessment Team Instrument Selection Form (TnATISF)* is utilized by the School Screening Team for determining whether there is compelling evidence that the student's true abilities have been masked, thereby affecting the student's ability to access the necessary resources for development of a product or portfolio. A Mentor may be assigned to work with the student and provide guidance and resources within the school setting while the student develops his/her product. Assignment of the most effective Mentor for the student should be made in each case. Consideration must be made regarding the student's relationship with the mentoring teacher or professional and common interests held by both student and Mentor.

Assigning a Mentor to work with the student in the development of student products or portfolios provides an opportunity for students to develop and create high-interest products or projects when resources at home are limited. This includes the availability of resources including:

1. books, newspapers, and magazines in the home,
2. computers or community library resources,
3. time limitations with adults due to the home's parent to child ratio,
4. language barriers due to the predominance of a second language in the home, and
5. limited educational background of the student's parents.

### **The Product Review Team and Scoring Process**

In order to determine whether ideas and products demonstrate superior intellectual functioning, criteria for the evaluation process should be established by the Product Review Team--PRT, which may be the School Screening Team. A simple examination of final ideas and products does not necessarily establish the level of involvement or demonstrate superior abilities of the student. The Product Review Team should consist of at least one classroom teacher who is familiar with academic standards and gifted characteristics at the student's grade level and be composed of no less than three persons. The PRT will analyze the processes the student used in the development of the product or portfolio. Whenever students develop products, the PRT will interview the student and note the student's critical understanding of the finished product. All products should be scored comparably. The scoring of the Academic or Creative Product or Portfolio must reflect the student's level of creative thinking skills in the development of the product and not reflect the packaging of the product (e.g., computer-generated graphics, expensive materials, etc.).

## TN Academic Product or Portfolio Scoring Rubric

Student Name: \_\_\_\_\_ Product Title: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_ Date of Student Interview: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Subject Area(s): (Check all that apply) ☐ Math ☐ Science ☐ Social Studies ☐ Reading/Language Arts  
 Product Completed: (Check all that apply): ☐ In school? ☐ At home? ☐ Other? \_\_\_\_\_  
 Product Completed: ☐ Independently? ☐ With Parent? ☐ With Mentor?

Student's Description of Product and Its Purpose: \_\_\_\_\_

(Attach additional information from student interview.)

<b>1. Unique or unusual presentation of an idea</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product shows elaborate written or visual detail.</li> <li>Product goes beyond basic requirements.</li> <li>Product uses language in a unique way.</li> <li>Product employs unusual or unique elements.</li> <li>Product displays originality.</li> </ul>
<b>2. Work advanced beyond age or grade level</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product reflects knowledge and/or interests beyond that of peers.</li> <li>Product displays unique sense of humor.</li> <li>Product reflects level of maturity beyond that of peers.</li> <li>Product reflects technical expertise beyond that of peers.</li> <li>Product reflects vocabulary and/or use of syntax beyond peers.</li> </ul>
<b>3. Great depth or breadth of understanding of a problem or idea</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product shows an analysis or evaluation of information.</li> <li>Product shows intense interest in the subject.</li> <li>Product reflects a high degree of familiarity with the subject matter.</li> <li>Product uses deductive and inductive reasoning.</li> <li>Product reflects use of sophisticated problem solving skills.</li> <li>Product reflects considerable planning and organization.</li> </ul>
<b>4. Resourceful use of materials</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product uses material in an unusual fashion.</li> <li>Product reflects transfer of ideas to materials.</li> <li>Product reflects distinctive design or presentation.</li> <li>Product uses materials clearly advanced beyond that of peers.</li> <li>Product developed with specific audience in mind.</li> </ul>
<b>5. Evidence of research support</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product reflects expansion on main ideas.</li> <li>Product reflects questioning of standard resources.</li> <li>Product reflects the gathering of use of data beyond reporting.</li> <li>Product cites research sources.</li> <li>Product provides for future replications of research study.</li> </ul>
<b>6. Organized for effective communication</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product is produced in a coherent manner.</li> <li>Product resembles those of professionals in the field of study.</li> <li>Product reflects a logical approach in planning and presentation.</li> <li>Product includes visual elements to enhance the main idea of topic.</li> <li>Product reflects higher levels of thinking.</li> </ul>
<b>7. Evidence of high interest and task commitment</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product reflects long-term interest and commitment.</li> <li>Product shows evidence of revision and redevelopment.</li> <li>Product reflects an understanding of in-depth research.</li> <li>Product reflects student's talent and insight.</li> <li>Product offers new solutions or procedures to be implemented in the future.</li> </ul>

DIRECTIONS: Rate the product's quality based on the student's performance in comparison to his/her peers of the same age, experience, and/or environment. (To a great extent = 4 – 5      Somewhat = 2 – 3      To a limited extent = 1 – 2      Not Observed = 0)

Product Review Team Member Signatures/Position (Minimum of 3 Required):

\_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_/\_\_\_\_\_

Date of Team Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

Score: \_\_\_\_\_

Meets Criterion for Educational Performance Component ☐ Y ☐ N

## TN Creative Product or Portfolio Scoring Rubric

Student Name: \_\_\_\_\_ Product Title: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_ Date of Student Interview: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Subject Area(s): (Check all that apply) ☐ Math ☐ Science ☐ Social Studies ☐ Reading/Language Arts  
 Product Completed: (Check all that apply): ☐ In school? ☐ At home? ☐ Other? \_\_\_\_\_  
 Product Completed: ☐ Independently? ☐ With Parent? ☐ With Mentor?

Student's Description of Product and Its Purpose: \_\_\_\_\_

(Attach additional information from student interview.)

<b>1. Product demonstrates originality.</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product uses new and different ideas.</li> <li>Product demonstrates untested assumptions.</li> <li>Product reflects imaginative thinking.</li> </ul>
<b>2. Product demonstrates fluency.</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product contains a number of ideas.</li> <li>Product demonstrates connections between ideas.</li> </ul>
<b>3. Product demonstrates flexibility.</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product includes diverse and divergent ideas and approaches.</li> <li>Product demonstrates ease in shifting perspectives.</li> </ul>
<b>4. Product demonstrates elaboration.</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product demonstrates depth and/or breadth of detail.</li> <li>Product demonstrates transfer of concepts/techniques from past experiences.</li> </ul>
<b>5. Product demonstrates facility with abstract ideas.</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product uses figurative language and imagery.</li> <li>Product reflects vocabulary and/or use of syntax beyond that of peers.</li> <li>Product reflects facility with abstraction and metaphor.</li> </ul>
<b>6. Product demonstrates a clear purpose.</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product reflects purpose clearly advanced beyond that of peers of the same age, experience, and/or environment.</li> <li>Product development demonstrates a strategic sequence.</li> <li>Product reflects a purpose other than the reporting or collection of information.</li> </ul>
<b>7. Product demonstrates creative strengths.</b>  <b>0      1      2      3      4      5</b>  Comments:	<b>Indicators to Consider:</b> <ul style="list-style-type: none"> <li>Product reflects inventive and innovative thinking skills.</li> <li>Product reflects the use of unusual materials or ordinary materials in different ways.</li> <li>Product demonstrates fresh or original ideas/concepts.</li> <li>Product demonstrates an unusual or creative approach.</li> <li>Product reflects an inventive or imaginative explanation.</li> </ul>

DIRECTIONS: Rate the product's quality based on the student's performance in comparison to his/her peers of the same age, experience, and/or environment. (To a great extent = 4 – 5      Somewhat = 2 – 3      To a limited extent = 1 – 2      Not Observed = 0)

Product Review Team Member Signatures/Position (Minimum of 3 Required):

\_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_/\_\_\_\_\_

Date of Team Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

Score: \_\_\_\_\_

Meets Criterion for Creativity/Characteristics Component ☐ Y ☐ N

# General Education Documentation of Classroom Interventions – Form A

(Documentation of Response to Intervention)

Student \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex\_\_\_\_ Ethnicity (Optional) \_\_\_\_\_

Many needs of students identified as Intellectually Gifted can be provided through general education interventions. Any one of the areas listed below may demonstrate student need for special education services.

**INSTRUCTIONS:** Answer the following questions and document any accommodations that have been used with the student. Describe all specific accommodations or instructional programs for this student and the time interval in which each accommodation was used.

☐ **YES** ☐ **NO** The student has mastered grade level content.

List areas of mastery: \_\_\_\_\_

How has mastery been demonstrated? \_\_\_\_\_

\_\_\_\_\_

☐ **YES** ☐ **NO** Are supplemental materials needed for the student?

List materials: \_\_\_\_\_

\_\_\_\_\_

How were materials provided? \_\_\_\_\_

\_\_\_\_\_

☐ **YES** ☐ **NO** How much time does the student receive differentiated instruction with gifted peers in the general education program? \_\_\_\_\_

☐ **YES** ☐ **NO** Does the student receive instruction beyond the general education program?

Specify instruction received: \_\_\_\_\_

\_\_\_\_\_

☐ **YES** ☐ **NO** Does the student receive community services?

Describe: \_\_\_\_\_

\_\_\_\_\_

☐ **YES** ☐ **NO** Is there a discrepancy between the assessed student potential and actual performance in the general education programs?

Describe: \_\_\_\_\_

\_\_\_\_\_

☐ **YES** ☐ **NO** Are the student's specific academic needs beyond those classroom modifications currently provided in the general education program?

Describe: \_\_\_\_\_

\_\_\_\_\_

☐ **YES** ☐ **NO** Does the student's maturity and/or social/emotional level differ from those of general education classmates?

Describe: \_\_\_\_\_

\_\_\_\_\_

☐ **YES** ☐ **NO** What transition needs does the student have beyond those available in the general education program?

Describe: \_\_\_\_\_

\_\_\_\_\_

Classroom Teacher's Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Attach any additional information that may be helpful in documenting this student's needs for special education services.



# General Education Documentation of Classroom Interventions – Form B

(Documentation of Response to Intervention)

Student \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex\_\_\_\_ Ethnicity (Optional) \_\_\_\_

Many needs of students identified as Intellectually Gifted can be provided through general education interventions. Listed below are accommodations that are most frequently utilized by classroom teachers with accelerated learners.

**INSTRUCTIONS:** Check box next to each intervention used and document all accommodations that have been used with this student. Describe the specific accommodation and the time interval in which the accommodation was used.

☐ **ENRICHMENT** – Classroom work is broader in scope, explores topics in greater depth and at higher cognitive levels, and involves many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **COMPACTING** – Allows the student accelerated mastery of curriculum materials typically presented to grade-level peers.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **ACCELERATION** – Takes advantage of the student's ability to learn at a rapid rate and advances the student in some way in order to present materials and activities beyond the grade level.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **GROUPING** – An arrangement whereby students are placed in groups which bring them in contact with others of similar abilities and interests.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **GUIDANCE** – Provides experiences which promote realistic self-appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **INDEPENDENT STUDY or FLEXIBLE SCHEDULING** – Opportunities for the student to engage in exploratory study or pursue closely defined in-depth projects.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **TEAM TEACHING** – General education personnel with specific expertise in a particular area can be utilized.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **ADVANCED CLASSES/HONORS** – Classes designed for those students of advanced ability to engage in in-depth study, accelerated study, enrichment, guidance, or any combination thereof.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **SUPPLEMENTAL LEARNING MATERIALS** – Individual materials made available to encourage the student to pursue areas of individual interest.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **CLASSROOM CONTRACT** – Provides a student/teacher approach as opposed to teacher-centered mode of instruction.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **CLUSTER GROUPING** – Small clusters of students who have similar interests and abilities work together on specific tasks.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **MULTI-AGE GROUPING** – Allowing students of advanced ability opportunities to work in groups of varying time duration with students from other grade levels who have similar interests and abilities.

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

☐ **OTHER INTERVENTIONS:**

Description of Intervention: \_\_\_\_\_

Time Span of Intervention: \_\_\_\_\_ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: \_\_\_\_\_

Are you aware of any factors that may impact or prevent this student's academic progress in the general education program? ☐ YES ☐ NO

If yes, please specify: \_\_\_\_\_

Classroom Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Attach any additional information that may be helpful in documenting this student's needs for special education services.

**Accommodations for Intellectually Gifted Students  
In the General Education Classroom**

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_ **School Year** \_\_\_\_\_

During the days/hours that the student is out of the regular classroom to accomplish the goal(s) on the IEP, the following accommodations will be made:

- ☐ The student will not be required to make up missed class work.
- ☐ If new material is introduced, the student will be instructed by a peer or teacher in a small group or one-on-one setting.
- ☐ The student will complete shortened assignments.
- ☐ If tests are administered, the student will take the test when s/he returns to the classroom.
- ☐ Other: \_\_\_\_\_  
\_\_\_\_\_

During the days/hours that the student is in the regular classroom, the following accommodations will be made:

- ☐ The student will compact in the following subject(s):  
\_\_\_\_\_
- ☐ Student may complete independent projects in lieu of chapter work when appropriate.
  - { } The project must be related to class work.
  - { } The student will present the project to his/her class.
- ☐ The student will complete alternate assignments when appropriate (e.g., more difficult spelling words, the "challenge" assignments).
- ☐ Subject acceleration will be allowed as appropriate.
- ☐ Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following general education teachers have read and received a copy of this page:

Signature	Date	Signature	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# Intellectually Gifted Tracking Log – School Level

Grade Level Screening, /Individual Screening, Comprehensive Evaluation, Gifted Services

School \_\_\_\_\_

Grade Screened (circle one)

Person Responsible for Keeping This Tracking Log \_\_\_\_\_

School Year \_\_\_\_\_

1 2 3 4

List all students who are referred for Individual Screening	Date of Birth	Race/Ethnicity	Sex	Grade	Referred for Comprehensive Evaluation? (Yes/No)	ASSESSMENT INFORMATION: Assessment Option(s) – AO			Eligible (Yes/No)	Date Eligible (mm/dd)
						Educational Performance AO 1—6 Record 1) Highest AO 2) Points scored (10-20-30)	Creativity/ AO 7—13 Record 1) Highest AO 2) Points scored (10-20-30)	Cognition AO 14 Record 1) Test Acronym, 2) Split Discrepancy or SEM scores 3) Points scored (10-20-30)		
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

## School Summary Data – for Intellectually Gifted End-of-Year Report

A, B, C. – current year / D. – all eligible students	Record # students by race/ethnicity—American Indian/Alaska Native (AI/AN), Asian/Pacific Islander (A/PI), Hispanic (H), Black (B), White (W)				
<b>A. GRADE LEVEL SCREENING</b>	<b>AI/AN</b>	<b>A/PI</b>	<b>H</b>	<b>B</b>	<b>W</b>
Total # Students in Grade Screened					
<b>B. INDIVIDUAL SCREENING (all referral sources)</b>	<b>AI/AN</b>	<b>A/PI</b>	<b>H</b>	<b>B</b>	<b>W</b>
# Students Individually Screened					
<b>C. COMPREHENSIVE EVALUATION / ELIGIBILITY</b>	<b>AI/AN</b>	<b>A/PI</b>	<b>H</b>	<b>B</b>	<b>W</b>
# Students Evaluated (all referral sources)					
# Students Eligible (IEP only) (all referral sources)					
<b>D. PROGRAM DELIVERY-(all IG students with IEPs)</b>	<b>AI/AN</b>	<b>A/PI</b>	<b>H</b>	<b>B</b>	<b>W</b>
Total # of IG Students with IEPs by Grade	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __

School System \_\_\_\_\_

## END OF YEAR REPORT FOR GIFTED—TABLE 7

(current School Year)

Director of Gifted Services  
Department of Education, Division of Special Education, 7<sup>th</sup> Floor  
710 James Robertson Parkway, Nashville, TN 37243-0380

Each year an electronic copy of TABLE 7 will be forwarded to each district  
Do not mail or fax a hard copy of TABLE 7 to this office, **Electronic Form Only**

Include in this report all referrals for gifted assessment that have been completed no later than June 30. Referrals that have not been completed by June 30 (including the IEP Team eligibility determination) must be reported for the next School Year.

### System and Reporting Information

Person Reporting \_\_\_\_\_

Phone \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Email \_\_\_\_\_

Is the TN DOE Approved *LEA Plan for Gifted* on file? ☐ Yes ☐ No

Record the most recent revision / DOE Approval Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Section A – Systematic Grade Level Screening

Reference the Intellectually Gifted Eligibility Standards – Evaluation Procedures:

**Section c. (1) (a): “systematic child-find for students who are potentially gifted to include at least one grade level screening; and...”** Grade Level Screening provides the means for conducting this systematic child find process. **Systems must provide a sound justification in writing if no data is submitted or data is reported as 0 (zero) in Section A.**

- Section A reports system wide grade level screening for Gifted Identification.
- Section A does not report students referred for Individual Screening.
- Section A does not report eligibility and placement for services.

System provides Grade Level Screening at grade [Check One]: ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup> ☐ 3<sup>rd</sup> ☐ 4<sup>th</sup>☐ Other (Briefly Describe)

**INSTRUCTIONS:** Report by ethnicity the **Total Number of Students** provided Systematic Grade Level Screening for Gifted Identification in the current School Year

		Grade Level Screening (Student Total)
Ethnic Populations	White (Not Hispanic)	
	Black (Not Hispanic)	
	Hispanic	
	American Indian or Alaska Native	
	Asian or Pacific Islander	

School System \_\_\_\_\_

All students who were referred for Individual Screening and/or Comprehensive Evaluations in the current school year are reported in Sections B and C. Referrals that have not been completed by June 30 (up to and including the IEP Team meeting) will be reported in the next School Year.

### Section B – Individual Screening

Reference the Intellectually Gifted Eligibility Standards – Evaluation Procedures:

**Section C. (1) (b) (i) and c. (1) (b) (ii): “individual screening of these students in grades K-12 in the areas of educational performance; and creativity/characteristics of giftedness; and a team review of individual screening results to determine need for referral for comprehensive assessment.”**

**INSTRUCTIONS:** Report the total number of students (**all referral sources**) by ethnicity who were referred and Individually Screened as a result of Systematic Grade Level Screening or other referral sources (i.e., parent, teacher, outside agencies).

		All Students Individual Screening (all referral sources)
Ethnic Populations	White (Not Hispanic)	
	Black (Not Hispanic)	
	Hispanic	
	American Indian or Alaska Native	
	Asian or Pacific Islander	

School System \_\_\_\_\_

### Section C – Comprehensive Evaluation and Eligibility

Reference the Intellectually Gifted Eligibility Standards – Evaluation Procedures:

**Section c. (2): “Comprehensive Assessment: (a) individual evaluation of cognition or intellectual ability; (b) individual evaluation of educational performance and creativity/ characteristics of giftedness, the need for expanded assessment and evaluation in each of these areas to be based on results of Individual Screening; and regardless of specific criteria used to determine or identify the student with Intellectual Giftedness; (c) completion of assessment procedures in the three component areas (cognition, educational performance and creativity/ characteristics of giftedness) for program and services planning; and...”**

**INSTRUCTIONS:** Report the number of students by ethnicity and gender who were Evaluated and Services for Gifted were initiated in the current School Year.

**Column 1** Report by ethnicity the total number of students (**all referral sources**) who received a Comprehensive Evaluation following procedures for Intellectually Gifted Standards described in the State Board of Education Rule 0520-01-09-.01.

**Column 2** Report the total number of students (**all referral sources**) by race and ethnicity who were determined to be eligible (i.e., Eligibility Report and IEP written) for Special Education services in the current School Year.

		Column 1	Column 2
		Total Students (all referral sources)	Total Students (all referral sources)
		Receiving a Comprehensive Evaluation	Eligible as Intellectually Gifted (IEPs Only)
Race / Ethnicity	White (Not Hispanic)		
	Black (Not Hispanic)		
	Hispanic		
	American Indian or Alaska Native		
	Asian or Pacific Islander		

School System \_\_\_\_\_

**Section D****Program Delivery – Special Education Gifted Services**

**INSTRUCTIONS:** Report by race/ethnicity and grade the number of students with an IEP Receiving Gifted Services (**all referral sources**). Include students receiving consultation services in the general education classroom when written into the IEP. Do not include students in Advanced Placement or Honors Classes, unless the student has an IEP.

		Grade Level												
		Kg.	1	2	3	4 <sup>th</sup>	5	6	7	8	9	10 <sup>th</sup>	11	12
Race / Ethnicity	White													
	Black													
	Hispanic													
	American Indian/ Alaska Native													
	Asian / Pacific Islander													



### *Checklist for Assessment of Gifted Services<sup>1</sup>*

Note: This is not a required component for assessment of students as gifted. It is a tool to assist districts in the development of policies, practices, and procedures that are culturally-fair and ensure appropriate identification and programming for all students who are gifted.

<b>STATISTICAL ANALYSES</b>	<ul style="list-style-type: none"> <li>Racial/ethnic composition of the district's student enrollment</li> <li>Racial/ethnic composition of student population receiving gifted services</li> </ul> <p>Determine if minority students are statistically underrepresented in gifted programs. A statistically significant underrepresentation of minority students warrants a further, school-by-school inquiry, including statistical data/analyses regarding:</p> <ul style="list-style-type: none"> <li>Number (%) of students by race/ethnicity referred for evaluation for gifted eligibility</li> <li>Number (%) of students by race/ethnicity determined eligible for gifted services</li> <li>Number (%) of students by race/ethnicity withdrawing from, or otherwise discontinuing participation in gifted programs/services</li> </ul>	
<b>NOTICE</b>	Is the notice of the gifted program, with respect to both content and method of dissemination, effective?	
	Notice simply and clearly explains the purpose of the program, referral/screening procedures, eligibility criteria, and identifies the district's contact person.	
	Notice is provided annually to students, parents, and guardians in a manner designed to reach all segments of the school community.	
<b>REFERRAL/SCREENING</b>	Is there a disparity in referral rates of minority students? Determine if referral/screening practices and procedures are applied in a nondiscriminatory manner and if the district's practices and procedures provide equal access for all qualified students.	
	Multiple alternative referral sources, e.g.; teachers, parents, etc., are, in practice, accessible to and utilized by all segments of the school community.	
	Teachers and other district staff involved in the referral process have been trained and/or provided guidance regarding the characteristics of giftedness in general and special populations.	
	Referral/screening criteria are applied in a nondiscriminatory manner.	
	All referral/screening criteria are applied in a nondiscriminatory manner.	
	Standardized tests and cut-off scores are appropriate (valid and reliable) for the purpose of screening students for gifted services.	

<sup>1</sup> This document is designed to provide an overview of access concerns related to school districts' gifted programs. It is not intended as a standard of compliance with Title VI of the Civil Rights Act of 1964.  
ED-5387 (Rev. 08-10)